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**Education and Employment
Research Center**

School of Management and Labor Relations



Building the State Data Infrastructure: Noncredit and Workforce Pell Implications

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Noncredit Education



Students seek to “prepare for a new job, remain current in one’s field, or advance within an existing job” (Cronen & Murphy, 2013, p. 6)



Inconsistent funding state-to-state, but increasing state investments (D’Amico et al., 2017; Milam, 2005; Murphy, 2025; Oleksiw et al., 2007; U.S. GAO, 2004; Van Noy et al., 2008)



Modest labor market outcomes, but highly variable based on industry (Bahr et al., 2022; Beer et al., 2021; McConville et al., 2021, Sigelman et al., 2025; Tessler et al., 2024; Van Noy et al., 2024)



Few noncredit enrollees transition to credit (Bahr et al., 2022; Xu & Ran, 2020)



Limited data especially on demographics, credentials, quality, and labor market outcomes (D’Amico et al., 2017; Sykes et al., 2014; Van Noy et al., 2008)

State Noncredit Data Project: Exploring the Noncredit Data Infrastructure

Phase 1: IA, LA, VA

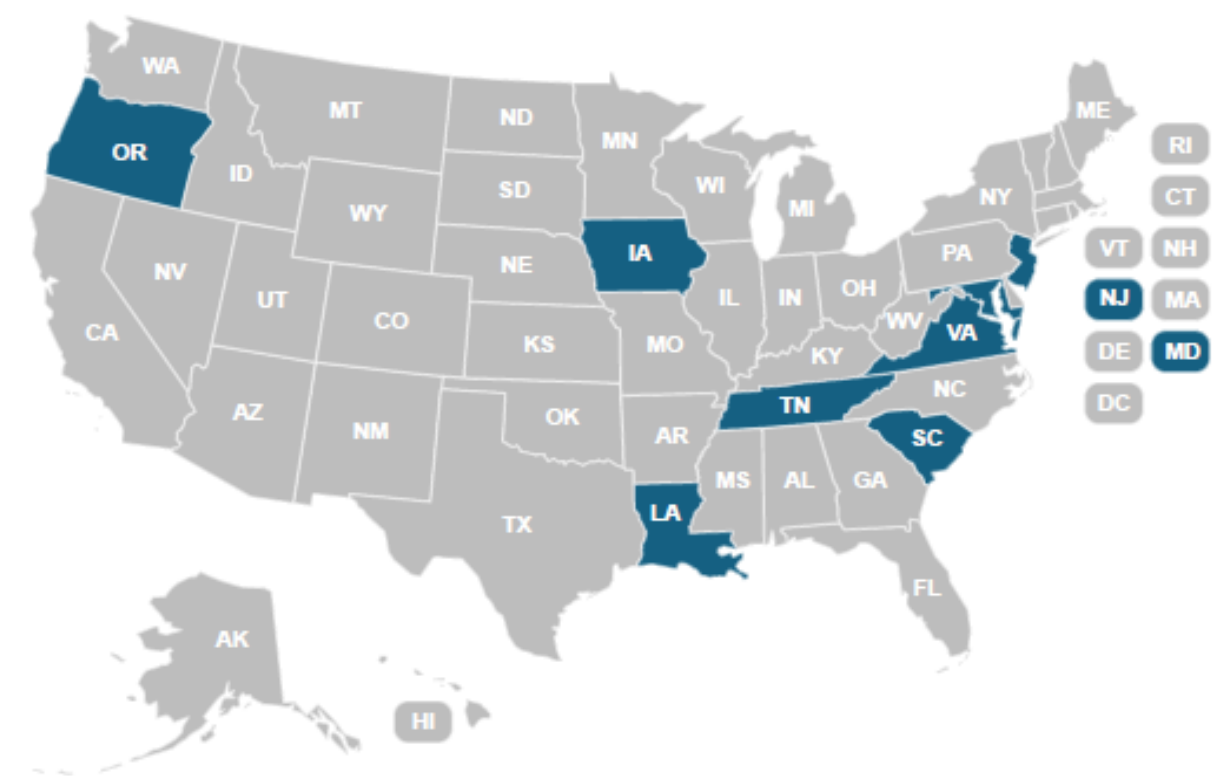
- Noncredit data inventory
- Capturing course/program level data
- Develop noncredit data taxonomy across states

Phase 2: MD, NJ, OR, SC, TN

- Established and emerging states
- National learning community

Phase 3: National Expansion

- Additional research partner states
- Advancing the National Learning Community
- Update national data taxonomy
- State policy and governance scan



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Noncredit Data Taxonomy 2.0

Based on Multi-Phase,
Multi-State Noncredit Data
Inventory



Purpose and Design

- Field of Study
- Noncredit Type
- Program Length and Admission
- Delivery
- Accessibility
- Provider Information
- Student Services
- Associated Non-Degree Credentials

Outcomes

- Academic Outcomes
- Labor Market Outcomes
- Non-Degree Credential Outcomes

Enrollment & Demographics

- Enrollments
- Demographics
- Identifiers

Finance & Policy

- Tuition and Student Costs
- State and Federal Funding
- WIOA Information

The State Data Infrastructure: Outcomes Dependent on Data Sharing and Partnerships



Iowa

- Workforce Development (employment & wages)
- Dept. of Corrections (data on students in incarceration)
- Dept. of Ed (HS students/grades)
- Dept. of Inspection and Appeals (CNA licensing)
- Dept. of Public Health (health occupation and related licenses)
- Dept. of Transportation (CDLs)
- National Student Clearinghouse (postsecondary enrollment)



Louisiana

- Workforce Commission (employment & wages)
- Board of Regents (enrollments and completers)
- Dept. of Children and Family Services – SNAP Employment and Training (enrollments and completers)
- National Student Clearinghouse (postsecondary enrollment)



Virginia

- Employment Commission (employment and wages)
- Dept. of Health Professions (nursing and other health occupational and related licenses, including CNA)
- Dept. of Professional and Occupational Regulation (skilled trades, cosmetology, athletics, and other regulated occupational licenses)
- Dept. of Social Services (as a SNAP 50/50 provider and for special research and collaborative projects)
- National Student Clearinghouse (postsecondary enrollment)

Workforce Pell – The Basics

Need-based aid for students attending programs at least 150 contact hours and 8 weeks at accredited institutions

Eligible students meet general Pell criteria—bachelor's holders can also qualify

Set to begin on July 1, 2026

Programs must meet a series of guardrails

The Governor and state workforce system play a significant role in approvals

Workforce Pell – The Guardrails

Short-term programs must meet a series of guardrails:

- ➔ Cannot be a “correspondence course”; distance education allowed but cross state requires bi-lateral agreements between states that include data sharing
- ➔ Governor verifies that the program is aligned with “high-skill, high wage ... or in demand” areas; should be informed by existing Perkins and WIOA processes; Apprenticeship RTI automatically meets requirement
- ➔ Matches employer hiring criteria
- ➔ Leads to “stackable and portable” credential or results in only credential for employment in occupation
- ➔ Results in credit that articulates to degrees/certificates—written articulation agreements, consortia, or similar arrangements
- ➔ Offered and meets requirements for at least 12 months prior to approval
- ➔ Completion rate of 70% or higher within in 150% of the program’s normal time
- ➔ Post-completion job placement rate is 70% or higher 180 days following completion—any field through 2028-29, related occupations starting in 2029-30
- ➔ Costs (tuition and fees) do not exceed value-added earnings (VAE)—based on post-completion median regional earnings minus 150% of poverty (3-year look back); certified by the Secretary using federal earnings data by 6-digit CIP

Guiding Questions

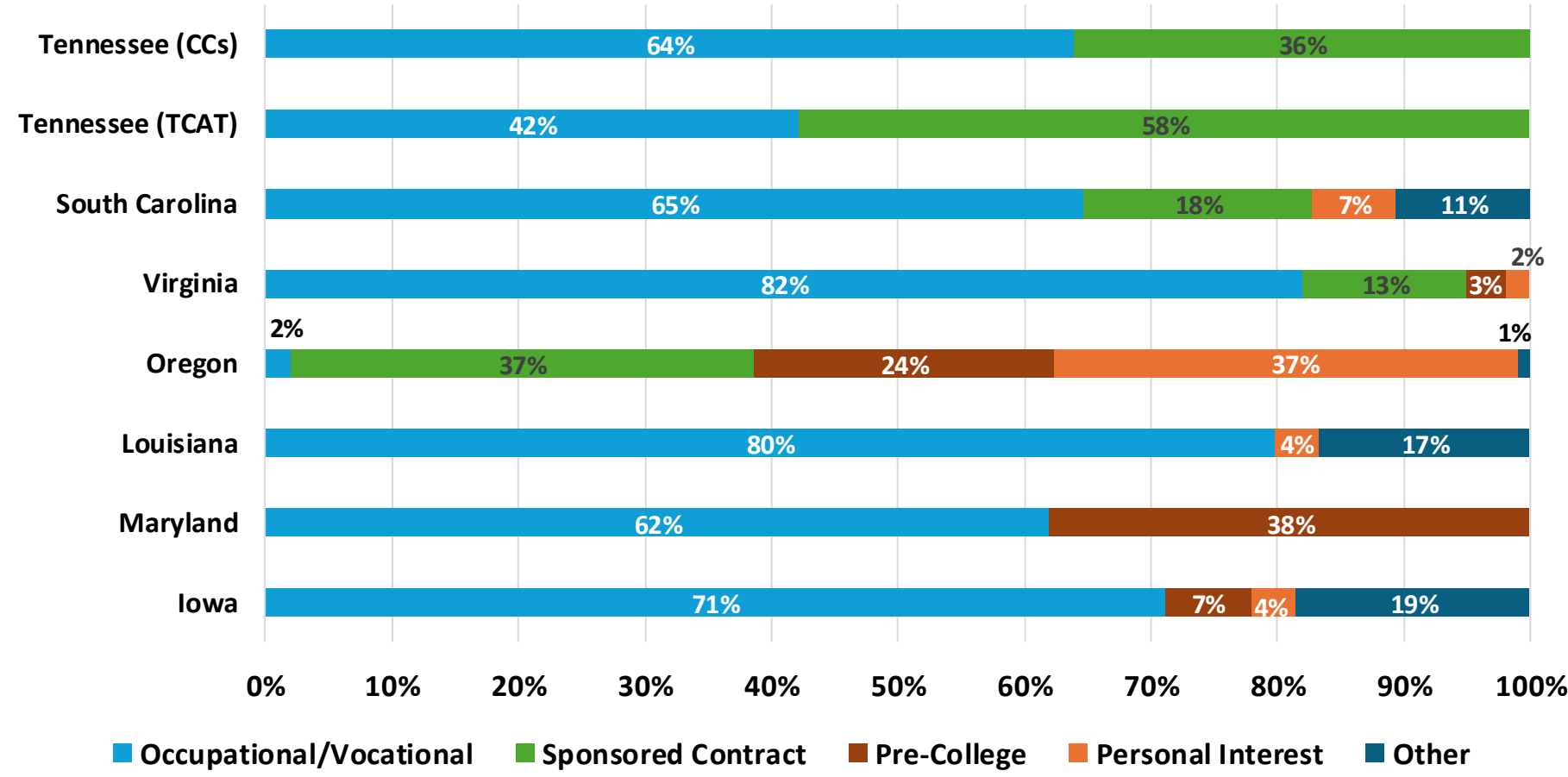
1. How do current noncredit offerings align with Workforce Pell parameters?

2. How well equipped is the state data infrastructure to identify noncredit offerings for Workforce Pell?

3. How should community colleges and state systems prepare for Workforce Pell implementation?

Alignment Noncredit Offerings by Type

CC Noncredit Types (D'Amico et al., 2014)	IPEDS Categories for IC-Header
Occupational Training	Workforce Education
Sponsored Occupational (Contract) Training	Contract Training/ Customized Training
Personal Interest	Recreational/Avocational/ Leisure/ Personal Enrichment
Pre-College	Developmental Education Adult Basic Education Adult High School Diploma or Equivalent English as Second Language
[Univ. Focused]	Continuing Professional Education



Alignment

Contact Hours for Noncredit Occupational Training

State	N (Courses/ Programs)	Contact Hours	
		Median	Mean
Iowa	657	26	51
Louisiana*	316	40	114
Maryland**	4,089	20-40	24-47
NJ OSHE***	NA	NA	NA
Oregon	344	20	36
South Carolina	4,298	24	66
Tennessee			
TCAT****	33	1,512	1,498
CCs	1,232	20	45
Virginia			
FastForward	2,006	100	112
Non-FastForward	2,952	15	35

*Data for Louisiana is 8 of 12 colleges

**For Maryland, we combined original data categories (job preparatory, licensure or certification, and job skill enhancement) for comparability

***New Jersey OSHE has student-level data, not program-level data

**** TCAT contact hours/delivery data is for 33 of 65 offerings

Workforce Pell Data Readiness by Taxonomy Category (CC Data Only)

Taxonomy Data Elements (Workforce Pell Relevant)	States								
	Iowa (2020-21)	Louisiana (2020-21)	Maryland (2022-23)	New Jersey OSHE (21-22)	Oregon (2022-23)	South Carolina (2021-22)	Tennessee CCs (2022-23)	Tenn. TCAT (2022-23)	Virginia (2020-21)
Purpose and Design									
Total contact hours	All	Most	All	None	All	All	All	Many	All
Calendar length	Unknown								
Course/program name	All	All	All	None	All	All	All	All	All
Distance ed (online)	All	Many	All	None	None	All	None	All	All
CIP code (6-digit)	All	Most	Most	None	Some	None	None	All	Most
SOC codes	Most	Many	None	None	Some	Most	None	None	None
Associated non-degree credentials	Many	Many	All	None	Some	None	None	Some	Most
Offered as Registered Apprenticeship RTI	None	None	None	None	Some	None	None	None	None
ID as “high-skill, high-wage, in-demand”	To be added								
Articulates to credit	To be added								
Outcomes									
Students continue to credit	All	Some	None	None	All	None	None	None	All
Completion data	All	Most	Many	None	None	None	None	Some	All
Post-enrollment employment	Many	Some	Many	None	None	None	None	None	All
Post-enrollment employment in field	To be added								
Post-enrollment salary/wage	Many	Some	Many	None	None	None	None	None	All
Industry certification	Many	Many	Many	None	None	None	Most	None	Most
Occupational licensure	Some	Some	Many	None	None	None	None	None	Most
College-issued certificate	Many	Many	None	None	Some	None	None	Some	None
Demographics and Enrollment									
Social Security Number	All	Most	Many	Many	Some	Some	None	Most	All
Name	All	Most	Many	None	All	All	None	All	Most
Birth date	All	Most	Many	Some	Some	All	None	Most	Most
State of residence	Unknown	Unknown	Many	Most	Most	Unknown	Unknown	Unknown	Unknown
Finance and Policy									
Course/program tuition	None	Most	None	None	None	None	None	None	All
Workforce Pell eligible	To be added								
Data Availability Legend									
All	Data are available on all noncredit offerings.								
Most	Data are available on 2/3 or more offerings.								
Many	Data are available on more than 1/3 but fewer than 2/3 of offerings.								
Some	Data are available on 1/3 or fewer offerings.								
None	Data are available on no offerings.								
*Note: The availability of data by course/program does not guarantee that data are available on all students within programs.									
The years of data collection vary from 2020-2021 to 2022-2023 and may not fully capture current state data collection.									

Engaging the Noncredit Data Journey

SNDP How-To Guide

Preparing Data for Workforce Pell

If your state has begun collecting noncredit data:

Step 1: Inventory noncredit data

Map existing data to WF Pell Guardrails

Whether or not your state has begun noncredit data collection:

Step 2: Begin with essentials and build over time

Short-Term: Fill WF Pell Guardrail gaps
Long-Term: Plan for expansion & upcoming requirements

Step 3: Choose a data platform for interconnectivity

Ensure noncredit data platform is prepared for financial aid and credit articulation

Step 4: Secure data partnerships for outcomes

Embrace the broader ecosystem: institutions, governors/workforce, data sharing for credentials and labor market outcomes, cross-state agreements, and national efforts

Step 5: Engage state & national data ecosystems

Learn more about the
State Noncredit Data Project,
access the **Noncredit Data**
Taxonomy 2.0, and Join the
National Learning Community
[https://sites.rutgers.edu/state-
noncredit-data/](https://sites.rutgers.edu/state-noncredit-data/)



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